



TWMU School of Medicine: English Education

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Tokyo Women's Medical University School of Medicine: English Education

東京女子医科大学は医学部と看護学部および大学院からなるが、医学部の英語教育は2011年度より、「国際コミュニケーション」という名称で、英語によるコミュニケーションに必要な、読む力・書く力を併せ持ち、国際的に全人的医療を行える人材を育成することを目標にした学年縦断カリキュラムを行っている。具体的には、1年次において英語の4技能の徹底定着をはかり、2年次から6年次までは医学英語を語彙学習から、症例報告、論文講読、論文の書き方、医療面接など幅広い分野で段階的に教育を行っている。また、5年生末にクリニカルクラークシップ医療研修を海外で行う交換留学生プログラムで約四分の一の学生が国外で研修しており、今後一層英語教員と医学専門教員との協働教育の発展が望まれる。

1. Introduction

Before the 2011 academic year, Tokyo Women's Medical University, School of Medicine offered a few medical English lessons for 2nd, 3rd and 4th year students, though 1st year students had 2 two general English lessons per week throughout the year. A new curriculum with the name of "International Communication" went into effect for the 2011 academic year under which English for Medical Purposes has been emphasized and Clinical Medicine English has also been incorporated into the new ongoing programs. Besides these compulsory courses for EMP, elective classes have been offered under the names of Medical English and Medical Discussion so that those who are planning to go abroad for clinical clerkship in 5th year or any time in the future can have opportunities to study more advanced English for Medical Purposes.

2. Department of English Language Faculty (as of September 2013)

2 Full-time instructors

- Mitsuyo Suzuki (Associate Professor)
- Mika Endo (Assistant Professor)

14 Part-time English instructors

- 10 Lecturers: English for General Purposes (7

native speakers of English and 3 Japanese)

- 4 Lecturers: English for Medical Purposes
Alan Lefor (Doctor) / Todd Stoudt (Lecturer) /
Oshimi Takayuki (Doctor) / Daniel Salcedo
(Doctor)

3. English Program

3.1. Program Objectives

In the framework of the new curriculum, English education is carried out for six years successively, starting with English for General Purposes (EGP) in the 1st year when students are supposed not only to improve their English reading, listening, speaking and writing abilities but also to get used to critical thinking and gain global perspective. Based on those acquired English communicative skills, students are expected to study English for Medical Purposes for the next 5 years. The ultimate goal of our English Education for the six years is to graduate students as those who are prepared to work in medical fields worldwide, with sophisticated overall English skills and a global perspective.

3.2. Program Structure and Contents

• 3.2.1. Program Structure

<International Communication>

	Compulsory	Elective	Extra-curricular
1st year	General English Wednesday 1st & 2nd periods 12 classes divided by TOEIC score. 8 to 10 students/class. 70min. × 60 sessions/year. E-learning for self-study	Basic Listening English Literature	
2nd year	Medical English I 70min. × 9 sessions/year E-learning for self-study (Medical Vocabulary) with vocabulary tests.	Medical English Medical Discussion	Private Lessons ↓
3rd year	Medical English II 70min. × 6 sessions/year. E-learning for self-study (Medical Vocabulary) with vocabulary tests.	These elective classes are 70min. × 30 sessions/year. The number of the enrolled students vary from year to year (around 20/class) Clinical Clerkship- abroad Program	Study-abroad Programs
4th year	Medical English III 70min. × 8 sessions/year. E-learning for self-study (Medical Vocabulary) with vocabulary tests. Sessions for Medical Interview (<i>in preparation</i>).		
5th year	(<i>in preparation</i>)		
6th year	(<i>in preparation</i>)		

• 3.2.2. Program Contents

In the 1st year general English program, students are trained to improve their overall English skills such as reading, listening, writing, speaking and at the end of the course each of them is required to make 3 minutes English presentation in front of all the 1st year students as well as English teachers and also some other teachers concerned with 1st year education. Together with those regular sessions, the students are expected to continue self-study of English through e-learning.

Under the new curriculum, Medical English education start for the 2nd year students and continues until their graduation. For the 2nd year classes, basic Medical English is taught step by step, from the word formations of the medical terminology to reading of short articles related to medicine such as those from *News in Health*. The students are also required to take English lectures covering some of the same medical

topics they have learned in Japanese. Furthermore, the self-study program, e-learning for English medical vocabulary, is utilized effectively with occasional monitoring and achievement testing.

The 3rd year and 4th year programs offer the students more opportunities to use Medical English by themselves. For the 3rd year students, case study and case presentation is incorporated into the programs, and the 4th year students are expected to carry out Medical Interviews individually (4th year program is now being made for the 2014 academic year). In addition to these clinical medicine English programs, lectures and reading and writing research papers are also incorporated into the new curriculum. In the meantime, e-learning is continuously going on, and the students are expected to acquire about 3,000 English medical terms by the end of their 4th year.

Besides these compulsory courses, elective

courses for EMP are being offered. In Medical Discussion sessions, students join a native English teacher in discussions after reading articles related to various medical and public health topics. In Medical English, sessions were renewed under the new curriculum and focus on Clinical Medicine English such as history taking and physical examination. For those involved in the international exchange program, more practical Clinical Medicine English is taught as an elective.

As extracurricular programs, the English Department offers private lessons such as research paper reading with 2 or 3 students and encourages the students to participate in study-abroad programs (especially Stanford Medical Programs).

3.3. Evaluation

In the 1st year, students are evaluated by class grades (including their performance in class activities) and end-of-semester written exams as well as speech presentation. From the 2nd and 3rd year, students are graded based on their positive participation in each class and their worksheets, together with the results of vocabulary tests. 4th year students, in the 2013 school year (still under the old curriculum), are graded by their positive participation in each class and the end-of-semester written exam, but from the 2014 academic year, the new curriculum will incorporate new evaluation guidelines which will be more student performance based.

4. The Future

Since the new curriculum was implemented in 2011, ESP is drawing more attentions from doctors in various departments at Tokyo Women's



Medical University. The Department of English, therefore, is now planning to work in collaboration with those doctors. In fact, in January 2012, two successive English sessions were held in cooperation with the teachers of medical fields. After the sessions, feedback from students for this trial was positive and they seemed to be very encouraged and motivated to study Medical English even harder. In medical schools, generally there are fewer English classes for 3rd year and 4th year students. If ESP is carried out in collaboration with teachers in the classes of medicine, the students will get both medical knowledge and English language competence at the same time, which will be beneficial for both teachers and students.

Finally, the ESP programs for 4th, 5th and 6th years are now still in preparation and so we would like to plan more collaborative sessions like those mentioned above and make systematic arrangements of the programs.

Mitsuyo Suzuki

Associate Professor, Department of English Language Faculty

Tokyo Women's Medical University, School of Medicine
8-1 Kawada-cho, Shinjuku-ku, Tokyo 162-8666 Japan